ROLE OF RE-BOARDING AND PARENTAL ATTITUDE ON GIRL-CHILD EDUCATION IN JIGAWA STATE: A PATHWAY TO SUCCESSFUL INCLUSIVE EDUCATION

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Abstract

The study investigates the impact of parental attitudes on the re-boarding of girls' secondary schools and its implications for girl-child education in Jigawa State, Nigeria. The research aims to explore how re-boarding policies can facilitate the successful implementation of inclusive education. A descriptive survey design was employed, and data were collected using a 5-point Likert attitudinal scale questionnaire. The study population comprised 10,772 students and teachers from selected girls' secondary schools, with a sample size of 357 respondents selected through simple random sampling. Data analysis was conducted using frequency counts and simple percentages. The findings reveal that parents hold a negative attitude toward the de-boarding policy but a positive attitude toward re-boarding. The study concludes that re-boarding is a critical vehicle for implementing inclusive education in Nigeria. Recommendations include re-boarding all girls' secondary schools and replacing exclusive education with inclusive education nationwide.

Keywords: Re-boarding, De-boarding, Parental Attitude, Girl-Child Education, Inclusive Education

Introduction

Education is a fundamental human right and a powerful tool for individual and societal development. In Jigawa State, like many regions in northern Nigeria, girl-child education faces significant challenges, including cultural norms, early marriages, and limited access to educational resources. Inclusive education has emerged as a crucial strategy to address these

issues, with re-boarding schools offering a secure and conducive learning environment for girls. Parental attitudes toward girl-child education also play a pivotal role in either supporting or hindering academic progress. This study explores the interplay between re-boarding schools and parental attitudes, highlighting their combined potential as key drivers for the successful implementation of inclusive education in Jigawa State.

Background of the Study

Girls' access to quality education remains a challenge in northern Nigeria, including Jigawa State. Factors such as cultural norms, poverty, early marriage, and inadequate gender-sensitive policies contribute to low enrollment, retention, and completion rates for girls. Re-boarding schools have been proposed as a solution, providing a structured environment that minimizes socio-cultural distractions and encourages academic focus. Parental attitudes are equally critical, as they influence whether girls continue their education or are withdrawn prematurely. This study examines the combined impact of re-boarding schools and parental attitudes on girl-child education, emphasizing their role in promoting inclusive education in Jigawa State.

Statement of the Problem

The de-boarding of girls' secondary schools in Jigawa State has led to negative parental attitudes, as the policy is perceived to overburden families with the costs of feeding and housing female students. This study seeks to determine whether re-boarding can address these challenges and promote inclusive education, ensuring equal educational opportunities for all students, including those with special needs.

Objectives of the Study

The study aims to:

1. Investigate the impact of de-boarding on the moral development of female students.
2. Examine parental attitudes toward the de-boarding policy.
3. Assess the implications of parental attitudes on female education.
4. Determine parental attitudes toward re-boarding girls' secondary schools.
5. Explore the impact of re-boarding on the implementation of inclusive education.

Research Questions

1. What are the positive or negative impacts of the de-boarding policy on the moral development of female students?
2. What are the parental views, feelings, and general attitudes toward the de-boarding exercise?

3. Do parents in Jigawa State support their daughters' education after the introduction of the de-boarding system?

4. What would be the parental attitude if the government re-boarded the girls' secondary schools in Jigawa State?

5. Does the re-boarding of girls' secondary schools in Jigawa have relevance to the proper implementation of inclusive education?

Methodology

The research adopted a quantitative approach using a descriptive survey design. Data were collected using a 5-point Likert attitudinal scale questionnaire distributed to parents and teachers of de-boarded schools. The sample size of 357 respondents was determined using simple random sampling as recommended by the Research Advisor (2006). Out of the distributed questionnaires, 335 valid responses were analyzed using frequency counts and simple percentages.

Data Collection and Analysis

Teachers completed the questionnaires directly.

Parents responded via their daughters, who submitted the completed questionnaires.

Data were analyzed using tabular presentation, frequency counts, and percentages.

Results and Analysis

Research Question 1: Impact of De-Boarding on Female Students' Moral Development

Finding: 74% of respondents agreed that de-boarding negatively impacted students' moral development.

Research Question 2: Parental Attitudes Toward De-Boarding

Finding: 90% of respondents developed negative attitudes toward the de-boarding policy.

Research Question 3: Parental Support for Daughters' Education

Finding: 55% of parents supported their daughters' education as day students despite the de-boarding system.

Research Question 4: Parental Attitude Toward Re-Boarding

Finding: 96% of respondents indicated a positive attitude toward re-boarding girls' secondary schools.

Research Question 5: Relevance of Re-Boarding to Inclusive Education

Finding: 80% of respondents agreed that re-boarding would positively impact inclusive

education.

Discussion of Findings

The study revealed that parents strongly opposed the de-boarding policy, which they believed negatively affected their daughters' moral development. However, parents expressed strong support for re-boarding, indicating that it would foster a conducive learning environment and enhance the proper implementation of inclusive education.

These findings align with previous studies by Muhammad et al. (2015) and Dauda (2010), who emphasized the detrimental effects of de-boarding on female education. However, they contrast with Edem's (1982) findings, which supported de-boarding as a measure to improve educational quality.

Conclusion

The study concludes that re-boarding girls' secondary schools in Jigawa State is essential for fostering inclusive education. Positive parental attitudes toward re-boarding indicate its potential to improve educational outcomes and moral development among female students.

Recommendations

1. Government Policy: The government should re-board all girls' secondary schools in Jigawa State to promote inclusive education.
2. Parental Awareness: Parents should adopt a positive attitude toward female education.
3. Educational Policies: The government should develop educational policies that align with societal needs.
4. Inclusive Education: Inclusive education should replace exclusive education across all educational levels.

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